DOCUMENT RESUME

ED 302 467 SO 019 551

TITLE Social Studies 12: Participation in Government. Tentative Syllabus.
INSTITUTION New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE 88
NOTE 62p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Continuing Education; *Course Descriptions; *Course Objectives; Educational Objectives; Grade 12; High Schools; Social Studies; *State Curriculum Guides; *United States Government (Course)

ABSTRACT

This syllabus is a statement of the goals and objectives of the New York State grade 12 social studies program for the study of the U.S. government. The first section of the syllabus lists goals for elementary, secondary, and continuing education and the overall goals of the grades 7-12 social studies program, while the second section outlines the social studies skills for the grades 7-12 program. The remainder of the syllabus presents the goals and objectives of the course, "Participation in Government," and suggests models for successful presentation of the goals and objectives. These models include: (1) public policy analysis model; (2) office of the citizen model; (3) the political process model; (4) public affairs model; (5) national issues forum model; (6) public policy issues model; (7) community service/internship model; and (8) group investigation model. The appendices contain guidelines for student exemption from the course and students with handicapping conditions. (DJC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

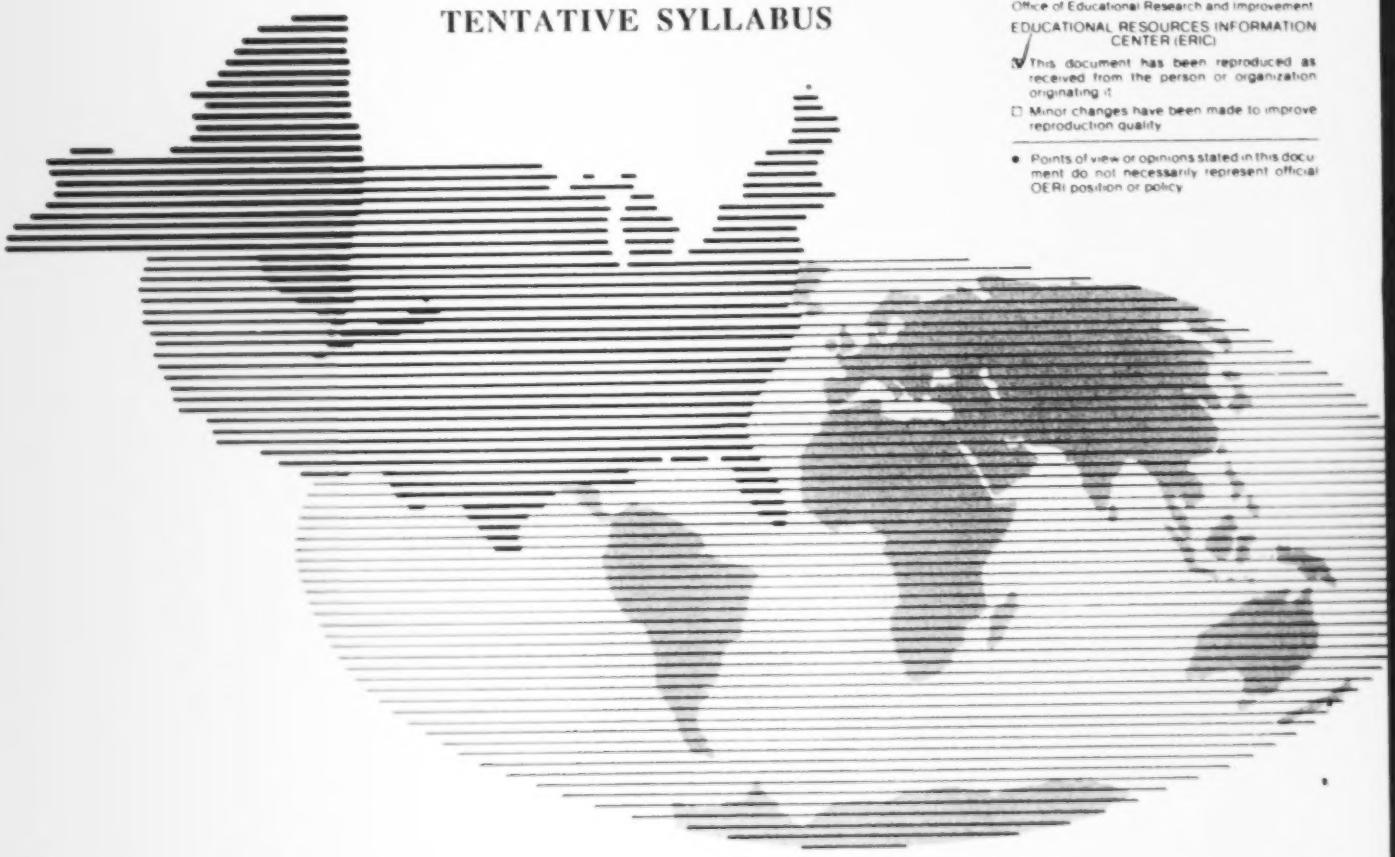
ED302467

12

Social Studies

Participation in Government

TENTATIVE SYLLABUS



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

30 019 551

The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert M. Trombley
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TO: Persons Reviewing This Document

FROM: Edward T. Lalor, Director, Division for Program Development

Charles J. Trupia, Director, Division of General Education

This publication Social Studies 12: Participation in Government is a field-test draft of a new syllabus for New York State schools. This draft is released for field review and comments, upon which final revisions will be based. The final syllabus is scheduled to be available for the 1988-89 school year. Districts not involved in the field test should send their comments to:

Social Studies Project
Bureau of Curriculum Development
New York State Education Department
Albany, New York 12234

Reprint

BEST COPY AVAILABLE

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

Martin C. Barell, Chancellor, B.A., I.A., LL.B. . . . . Muttontown
R. Carlos Carballada, Vice Chancellor, B.S. . . . . Rochester
Willard A. Genrich, LL.B. . . . . Buffalo
Emlyn I. Griffith, A.B., J.D. . . . . Rome
Jorge L. Batista, B.A., J.D. . . . . Bronx
Laura Bradley Chodos, B.A., M.A. . . . . Vischer Ferry
Louise P. Matteoni, B.A., M.A., Ph.D. . . . . Bayside
J. Edward Meyer, B.A., LL.B. . . . . Chappaqua
Floyd S. Linton, A.B., M.A., M.P.A. . . . . Miller Place
Mimi Levin Lieber, B.A., M.A. . . . . Manhattan
Shirley C. Brown, B.A., M.A., Ph.D. . . . . Albany
Norma Gluck, B.A., M.S.W. . . . . Manhattan
James W. McCabe, Sr., A.B., M.A. . . . . Johnson City
Adelaide L. Sanford, B.A., M.A., P.D. . . . . Hollis
Walter Cooper, B.A., Ph.D. . . . . Rochester
Gerald J. Lustig, B.A., M.D. . . . . Staten Island

President of The University and Commissioner of Education
Thomas Sobol

Executive Deputy Commissioner of Education
Robert J. Maurer

Deputy Commissioner for Elementary, Secondary and Continuing Education
Gerald L. Freeborne

Assistant Commissioner for ESC Education Planning and Support Services
John J. Murphy

Director, Division of General Education
Charles J. Trupia

Chief, Bureau of Social Studies Education
Donald H. Bragaw

Director, Division for Program Development
Edward T. Lalor

Chief, Bureau of Curriculum Development

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, or sex in the educational programs and activities which it operates. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, Education Building, Albany, NY 12234. Phone (518) 474-1265.

Foreword

This syllabus results from a process of curriculum revision which began in 1980 with the development of a plan to revise the State's secondary (7-12) social studies curriculum. The State curriculum in effect at that time had been developed in the 1960s. The State Education Department felt that work should begin on the development of a new curriculum which could take into account the many changes which had occurred since the 1960s and which would address the new priorities for social studies which had been identified since then.

During the 1980-81 school year, through the use of a general survey of all school districts in the State and a series of regional conferences, the Department further identified the priorities for a revised social studies curriculum. These steps began the process which eventually resulted in this syllabus. Also included in this process was the development of a discussion paper which outlined the significant factors that should be considered in the revision. After receiving reactions to this discussion paper from a wide sampling of groups and individuals concerned with social studies education, the State Education Department assembled a group of social studies professionals to develop a proposed framework for a secondary social studies program.

The proposed framework was subjected to review by social studies teachers and supervisors, by academics representing the social science disciplines, and by interested public groups. As a result of this review, the proposed framework was revised extensively. This revised framework was used as the basis for writing the grade level syllabi for the new curriculum.

The Board of Regents of the University of the State of New York has given approval to the overall revision project and has reviewed progress at various stages of the revision.

In 1984, the Board of Regents adopted the Regents Action Plan for Elementary, Secondary and Continuing Education. This Plan had a major impact upon the revision of the secondary social studies curriculum. The Regents Action Plan established new examination requirements in social studies which were incorporated into the revision process. The Plan also established a requirement for a fourth unit of social studies in the senior high school program. This mandate called for a semester course in participation in government and a semester course in economics in the fourth year of high school social studies.

Many people were involved in the overall revision process of the 7-12 social studies curriculum. The total number of people who participated in some way is in the thousands. Obviously, it is not possible to acknowledge the contribution of each of these persons. However, the Department would like to recognize the contributions of those who had a significant role in the revision process. Titles and positions listed are those which were appropriate at the time of the person's involvement in the curriculum development process.

DISCUSSION PAPER COMMITTEE

Dr. Ronald Bretsch
Assistant Professor
State University College
Potsdam

Dr. William Fetsko
Social Studies Supervisor
Liverpool Central School District
Liverpool

Joel Fischer
President
Association of Teachers of Social Studies
New York City

Dr. Judith Garan
Lakeland Central Schools of Shrub Oak
Shrub Oak

Dr. E. Perry Hicks
Associate Professor
State University of New York
Buffalo

Dr. Thomas Jones
Director of Humanities
Brighton Central Schools
Brighton

Dr. Benita Jorkasky
Associate Professor
State University College
Brockport

Peter Kachris
Superintendent of Schools
Auburn Enlarged City School District
Auburn

Gloria Sesso
Supervisor of Social Studies
Harborfields Central School District
Harborfields

William Schultz
Social Studies Chairperson
Burnt Hills-Ballston Lake High School
Burnt Hills

Dr. Regina White
Social Studies Chairperson
East Islip High School
East Islip

FRAMEWORK COMMITTEE

Lloyd Bromberg
Board of Education
New York City Public Schools

Robert Dillon
Clarkstown Central Schools
Clarkstown

Daniel Drmacich
Rochester City School District

David Durfee
Union Free School District of the Tarrytowns
Tarrytown

Harriet Feder
Williamsville Central School District
Williamsville

Dr. William Fetsko
Liverpool Central School District
Liverpool

David Moore
Greenport Union Free School District
Greenport

Gloria Sesso
Harborfields Central School District
Harborfields

SPECIAL ASSISTANCE WITH SURVEYS AND REGIONAL CONFERENCES

Betty Dodds
Curriculum Committee Chairperson
New York State Council for the Social Studies
Glens Falls High School

SYMPOSIUM ON THE SECONDARY SOCIAL STUDIES CURRICULUM

Dr. Linda Biemer
Department of Education
State University of New York
Binghamton

Jeffrey M. Bowen
New York State School Boards Association

Dr. Henry Bretton
Department of Political Science
State University College
Brockport

Dr. John Burns
Department of Education
Hobart & William Smith Colleges

Dr. Vivian Carlip
Department of Economics
State University of New York
Binghamton

William Carroll
New York State Bar Association

Bernard Cohen
Association of Teachers of Social Studies
New York City

Paul Cole
New York State United Teachers

Dr. William Fetsko
Social Studies Supervisor
Liverpool Central School District
Liverpool

Dr. Joseph Finklestein
Department of Political Science
Union College

Resa Fremed
Commissioner's Bilingual Advisory Council

Richard Gazzola
New York State Parent Teacher Association

Dr. Sanford Gordon
New York State Council on Economic Education

T. Carter Hagaman
Irving Bank of New York

Dr. Donald Johnson
School of Education
New York University

Dr. Thomas Jones
Supervisor
Brighton Central School
Brighton

Dr. Joseph V. Julian
Professor of Political Science
Syracuse University

Peter Kachris
Superintendent of Schools
Auburn City Schools
Auburn

Dr. Russell Lura
Assistant Professor, Geography
Colgate University

Dr. John Mallan
Department of Education
Syracuse University

Dr. Roberta Martin
Department of East Asian Studies
Columbia University

Daniel Mugan
President
Association of Teachers of Latin American Studies

Dr. Edwin L. Neville
Department of History
Canisius College

James Newman
Department of Geography
Syracuse University

Dr. Richard Niemi
Department of Political Science
University of Rochester

Dr. Thomas Nyqist
Department of African Studies
State University College
New Paltz

Dr. Donald Peretz
Department of Political Science
State University of New York
Binghamton

Daniel Porter
New York State Historical Association

Susan Rhodes
The Asia Society

Aurea Rodriguez
New York City Board of Education
Office of Bilingual Education

Dr. Mordechai Rozanski
Center of International Studies
Adelphi University

Elliot Salow
Director, Social Studies Unit
New York City Board of Education

William Schultz
President
New York State Council for the Social Studies

Gloria Sesso
Supervisor of Social Studies
Harborfields Central School

Sister Dominica Rocchio
Supervisor of Secondary Education
Archdiocese of New York

Dr. Judith Smetana
Department of Psychology
University of Rochester

Andrew Smith
President
Global Perspectives in Education

Dr. Stephen Straight
Department of Anthropology
State University of New York
Binghamton

Dr. Richard W. Streb
Department of Education
Columbia University

S. Stowell Symmes
Joint Council for Economic Education

Dr. Judith Wellman
History Department
State University College
Oswego

Paula Willey
League of Women Voters

Dr. John Wilmer
Department of Geography
State University College
Cortland

Dr. Donald Wright
Department of History
State University College
Cortland

Barnett Yukolis
Board of Jewish Education of New York

Robert Zangrando
Department of History
Skidmore College

THE FOLLOWING ORGANIZATIONS PROVIDED INVALUABLE ASSISTANCE AT SEVERAL STAGES OF THE REVISION PROCESS

New York State Council for the Social Studies and its Local Councils

New York State Social Studies Supervisory Association

New York State Council on Social Education

Association of American Geographers

National Council for Geographic Education

New York State Council on Economic Education

CONSULTANT FOR SECTION ON SKILLS DEVELOPMENT

David A. Durfee, formerly of the School District of the Tarrytowns

We would like to acknowledge and thank the following school districts that provided valuable assistance in field testing the draft syllabus and in furnishing significant data which was used in revising the documents.

FIELD TEST SCHOOLS, 7-12 SOCIAL STUDIES

Afton Central Schools
Albany City Schools
Arlington Central School
Attica Central Schools
Bishop Grimes High School, Syracuse
Brewster Central Schools
Brockport Central Schools
Buffalo City Schools
Caledonia-Mumford Central Schools
Cambridge Central Schools
Campbell Central School
Canton Central Schools
Cardinal Mooney High School, Rochester
Carthage Central Schools
Central Square Central Schools
Chappaqua Central Schools
Churchville-Chili Central Schools
Clinton Central Schools
Cohoes City Schools
Corning City Schools
Dunkirk City Schools
East Bloomfield Central Schools
East Syracuse-Minoa Central Schools
Elmira City Schools
Evans-Brant Central Schools
Fairport Central Schools
Farmingdale Union Free School District
Flatbush Yeshiva, Brooklyn
Frankfort-Schuyler Central Schools
Geneseo Central Schools
Gloversville City Schools
Goshen Central School
Greene Central Schools
Greenport Union Free School District
Half Hollow Hills Central Schools
Hamburg Central Schools
Hancock Central Schools
Harrison Central Schools
Haverstraw-Stony Point Central Schools
Hendrick Hudson Central Schools
Hebrew Academy of Five Towns, Lawrence
Highland Central Schools
Hudson Falls Central Schools
Hyde Park Central Schools
Jamestown Central School
Jamesville-DeWitt Central Schools
Jericho Union Free Schools
Katonah Lewisboro Union Free School District
Lake George Central Schools
Lakeland Central Schools of Shrub Oak
Lawrence Union Free School District
Levittown Union Free School District
Lewiston-Porter Central School
Liverpool Central Schools
Lowville Central Schools
Lyons Central Schools
Massapequa Union Free School District

Monroe-Woodbury Central Schools
Monticello Central Schools
New Rochelle City Schools
New York City Public Schools
Newburgh City Schools
North Syracuse Central Schools
North Babylon Union Free School District
Northport-East Northport Union Free School District
Norwich Central Schools
Norwood-Norfolk Central Schools
Notre Dame - Bishop Gibbons High School, Schenectady
Odessa-Montour Central Schools
Ogdensburg City Schools
Olean City School
Our Lady of Mercy Academy, Syosset
Patchogue-Medford Union Free School District
Pine Bush Central Schools
Plattsburgh City Schools
Port Washington Union Free School District
Queensbury Union Free School District
Ramapo Central School
Rochester City Schools
Romulus Central Schools
Rotterdam-Mohonasen Central School
Sachem Central Schools
St. Joseph's School, Croton Falls
Salater Akiba Riverdale Academy, Bronx
Schodack Central Schools
Seton High School, Binghamton
Shulamith High School for Girls, Brooklyn
Sidney Central Schools
Sodus Central Schools
Susquehanna Valley Central Schools
Sweet Home Central Schools
Syracuse City Schools
Three Village Central Schools
Ticonderoga Central Schools
Tioga Central Schools
Trumansburg Central Schools
Tupper Lake Central Schools
Union Springs Central Schools
Union-Endicott Central Schools
Ursuline School, New Rochelle
Utica City Schools
Valhalla Union Free School District
Vestal Central Schools
Watertown City Schools
Wayland Central Schools
West Genesee Central Schools
West Hempstead Union Free School District
West Islip Union Free School District
Westchester Exceptional Children's School
White Plains City Schools
Yeshiva University High School, Manhattan
Yonkers City Schools
Yorkshire-Pioneer Central Schools

Writers, consultants, and reviewers for this syllabus are identified in the Introduction on page 21.

The 7-12 social studies curriculum revision was completed under the direction of Donald H. Bragaw, Chief, Bureau of Social Studies Education. Kenneth Wade, Associate in the Bureau of Social Studies Education, served as project coordinator. Assistance in all stages of the revision was given by Norman Abramowitz, Coe Dexter, Jack Hotchkiss (retired), Judy Wooster and Michael Fischer, Associates, Bureau of Social Studies Education. George Gregory, Associate, Bureau of Curriculum Development, assisted in the development of the material and prepared it for printing. This syllabus was also reviewed by the Office for Education of Children with Handicapping Conditions for inclusion of information about and awareness of students with handicapping conditions.

Table of Contents

Foreword iii

Introduction: How to Use the Social Studies Syllabus, 7-12. 1

Goals of the Board of Regents and of the Social Studies Program, 7-12. 3

Social Studies Skills. 7

Introduction to the Syllabus for Participation in Goverment. 20

Characteristics of Effective Citizens in a Democratic Society. 22

Goals for the Course in Participation in Government. 23

Rationale and Guidelines for Participation in Government 25

Participation in Government: Some Alternative Models 31

Appendix A: Student Exemption from Participation in Government. 47

Appendix B: Students with Handicapping Conditions 48

INTRODUCTION: HOW TO USE THE SOCIAL STUDIES SYLLABUS, 7-12

This syllabus is meant to be used by school district administrators and teachers in developing their local social studies curriculum. The syllabus is a guide to curriculum development. It is a statement of the goals and objectives of the State social studies program. It is not meant to offer day-to-day lesson plans. Rather, it should be used by administrators and teachers as a guide to the selection of strategies and materials to achieve these goals and objectives. Local and regional curriculum development efforts should be directed toward those ends while making adaptations which meet local needs and goals.

The principles of a democratic system should serve as organizing ideas for the social studies program and for student learning. The development of civic values consistent with life in a democratic system is an overriding goal of the entire program. The values at the base of our democratic system include justice, a belief in the dignity of the individual, responsibility of the individual to others and to the community, rule by the will of the majority with respect for the rights of the minority, respect for the rights of others, appreciation of the achievements of diverse cultures and individuals and participation of all persons in government. In dealing with the specifics of the syllabus and in planning the curriculum which implements it, the development of these values should be a constant goal.

The first section of the syllabus lists the goals for elementary, secondary and continuing education established by the Board of Regents of the University of the State of New York and the overall goals of the social studies program, 7-12. The goals for the social studies program are derived from the goals of the Board of Regents. These goals involve both content and skills, and they apply to all grade levels. The goals form the essential elements around which curriculum and evaluation are based.

The second section of the syllabus deals with social studies skills, which are a part of the overall K-12 program. This section is an integral part of the syllabus and should be used extensively in developing local curriculum. Local curriculum plans and lesson planning should incorporate these skills throughout each course and lesson in the social studies program.

The remainder of this syllabus in Participation in Government deals with the goals and objectives of the the course itself and suggests several ways in which local school districts may achieve these goals and objectives. In this sense, this syllabus is very different from the other State syllabi for secondary social studies. These syllabi outline a specific course and include suggested content, major understandings and concepts and suggested activities. This syllabus in Participation in Government gives school districts a wider latitude of choice in developing their local curriculum. However, it should be emphasized that, in meeting the State mandate for a semester course in Participation in Government, school districts must develop courses which will meet the goals and objectives of the course which are stated in the syllabus. The purpose of the syllabus is to delineate these goals and objectives and to provide schools with suggested means for achieving these goals and objectives.

The specific mandate for a semester course in participation in government is contained in Commissioner's Regulations as follows:

100.5 Diploma Requirements

(a)(6) All students first entering grade 9 in 1985 and thereafter and taking four or more years to complete the diploma requirements, shall earn four units of credit in social studies in accordance with the following:

(ii) Such requirements shall include 1/2 unit of credit in participation in government and 1/2 unit of credit in economics.

As with all State syllabi, this syllabus is meant to be used with all students, regardless of academic ability. Therefore, it is the responsibility of the school district and the teacher to provide for different student needs through selection of appropriate materials and learning strategies. The syllabus, then, provides a framework which can be adjusted to meet student needs, including those of students with handicapping conditions. In some instances, modifications of materials and instructional techniques may be necessary so that such students may participate in the activities suggested in the syllabus.

GOALS OF THE BOARD OF REGENTS FOR

ELEMENTARY AND SECONDARY EDUCATION IN NEW YORK STATE

1. Each student will master communication and computation skills as a foundation to:

   1.1 Think logically and creatively.
   1.2 Apply reasoning skills to issues and problems.
   1.3 Comprehend written, spoken and visual presentations in various media.
   1.4 Speak, listen to, read and write clearly and effectively in English.
   1.5 Perform basic mathematical calculations.
   1.6 Speak, listen to, read and write at least one language other than English.
   1.7 Use current and developing technologies for academic and occupational pursuits.
   1.8 Determine what information is needed for particular purposes and be able to acquire, organize and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

   2.1 English language and literature.
   2.2 History and social sciences.
   2.3 Mathematics.
   2.4 Natural sciences and technology.
   2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:

   3.1 Ways to develop knowledge and appreciation of the arts.
   3.2 Aesthetic judgments and the ability to apply them to works of art.
   3.3 Ability to use cultural resources of museums, libraries, theater, historic sites and performing arts groups.
   3.4 Ability to produce or perform works in at least one major art form.
   3.5 Materials, media and history of major art forms.
   3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

   4.1 Knowledge of American political, economic and social processes and policies at national, state and local levels.
   4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and economic systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding and attitudes necessary to participate in democratic self-government. Included are:

   5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality and majority rule with respect for minority rights.
   5.2 Respect for self, others and property as integral to a self-governing, democratic society.
   5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

6. Each student will develop the ability to understand, respect and accept people of different race; sex; cultural heritage; national origin; religion; and political, economic and social background, and their values, beliefs and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes and work habits, and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills and attitudes which enable development of:

   9.1 Self-esteem.
   9.2 The ability to maintain physical, mental and emotional health.
   9.3 Understanding of the ill effects of alcohol, tobacco and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

OVERALL GOALS OF THE SOCIAL STUDIES PROGRAM, 7-12

Upon completion of the social studies program, the student will be a person who can demonstrate the ability to make rational and informed decisions about economic, social and political questions confronting himself or herself, the society and the interdependent world. Such decisions will draw upon the lessons of history and the social sciences.

Specifically, at the end of the 7-12 social studies program, students will be able to:

1. describe and analyze major historical factors in the development of the United States.

2. explain the historic, economic, social and political roots of major cultures of the world.

3. participate as informed citizens in the political and economic systems of the United States.

4. demonstrate knowledge of the increasing international connections of nations and cultures that make them interdependent within the various global systems.

5. explain the fundamental similarities and differences among major economic, social and political systems and how these systems operate in an interdependent world.

6. explain how societies teach individuals to live within specific values systems.

7. discuss the nature and effects of change on societies and individuals.

8. analyze the effects of geography on the development of cultures.

9. empathize with the values that guide the behavior of people from different cultures.

10. value the principles and ideals of a democratic system based upon the premises of human dignity, liberty, justice and equality.

11. compare the rights and responsibilities of citizens of the United States with the rights and responsibilities of citizens of other societies.

12. gather information by listening, reading and observing with accuracy and comprehension.

13. organize, analyze and interpret information in all forms.

14. communicate information clearly and effectively in both oral and written form.

15. demonstrate the skills that enable people to participate reasonably in a democratic society.

16. use the vocabulary of social studies in appropriate context.

17. identify important social studies ideas and methodologies and apply them to new information and experiences.

18. explain the relationship between social studies learning and learning that takes place in other disciplines and other institutions.

19. demonstrate an enhanced perspective of self as one who benefits from the human experience and who participates in and contributes to that experience.

20. describe the results of the interactions between individuals and societies and the environment.

SOCIAL STUDIES SKILLS

Skill development must be a part of all social studies teaching. It is important because it helps students become more efficient at acquiring and understanding social studies content as well as helping them to learn, practice, and apply those skills and processes they need as citizens in school today and will need as adult citizens tomorrow. Skills and content are interrelated. Students need skills to learn content and they need to work with content to develop skills.

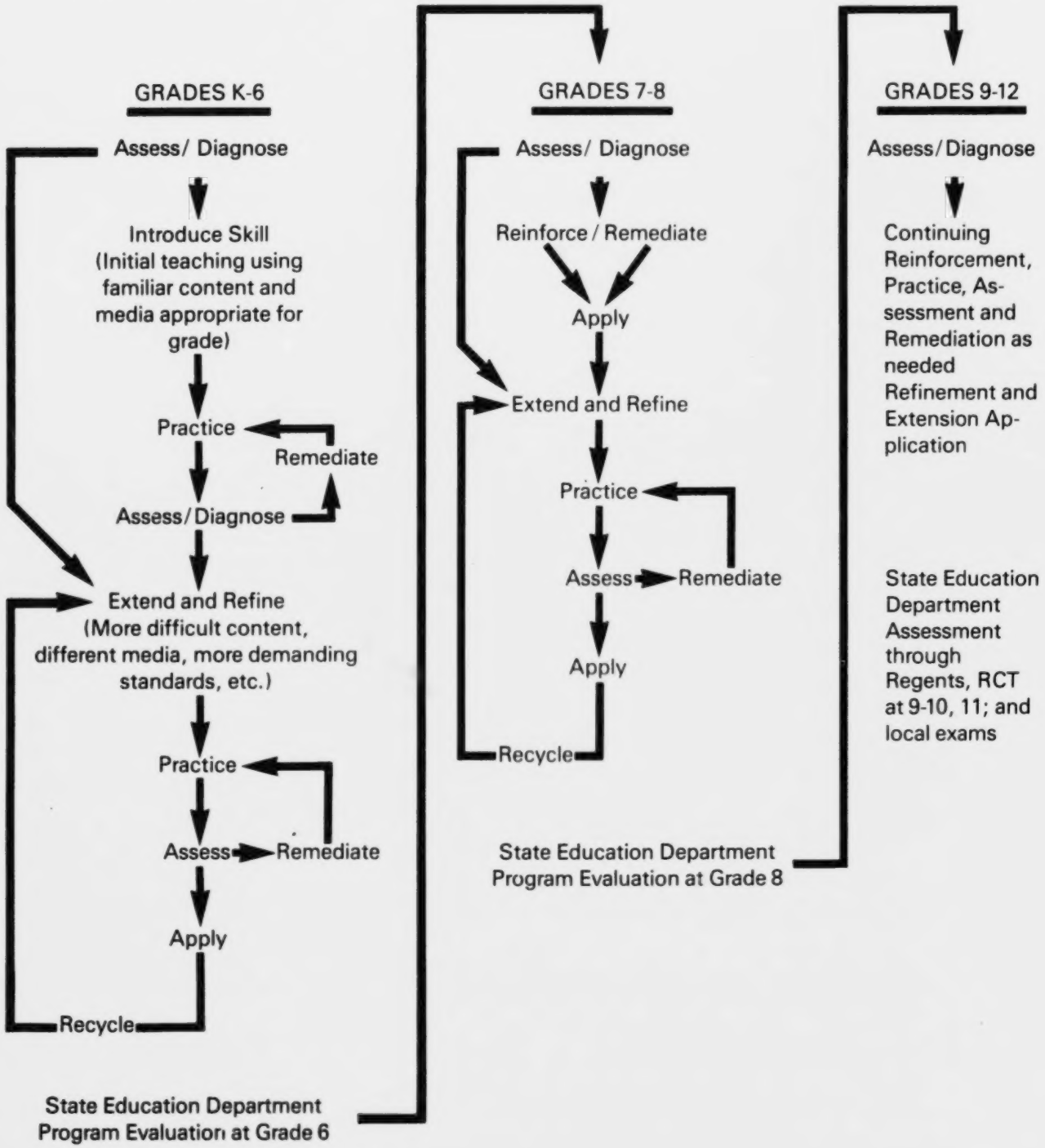
While most skills apply equally to different areas of study and life, there are several processes, or groups of skills, that are especially important for citizens in a democracy. These processes as applied to a social studies context are: (1) The ability to get, organize, process and communicate accurate social studies information and ideas. (2) The ability to identify and investigate issues, generate and test hypotheses, and take and support positions. (3) The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action. (4) The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors. (5) The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency). Each process is described and then followed by a list of the skills likely to be needed.

Skill development is neither so simple that the social studies teacher can take it for granted nor so difficult that the teacher should avoid it. There are a few "complexities" that should be kept in mind as skill development is planned and conducted. (1) All of the skills listed are important to social studies, but few, if any, are exclusive to the field. Skill development should be coordinated with what is being done in other subject areas. (2) Even after a skill has been developed, a skill can be lost if it is not reinforced by continued use. (3) The different skills are interrelated; there must be a spiral development. All skills should be practiced in appropriate ways at all levels. (4) Skill and content are interrelated. Just because students can use a skill to process simple or familiar content does not mean that they will be able to apply it to new content without further teaching and practice. (5) Skill development must be continued until students not only know the skill and perform it well, but until they understand the conditions or situations in which it is, or is not, appropriate to use it.

Because skills are both important and interrelated, the school and teacher should have systematic plans for their development. Systematic development involves diagnosis, teaching, practice, reinforcement, remediation as needed, and application, with assessment at every step. The following diagram suggests a typical procedure for skill development.

SKILL DEVELOPMENT PROCEDURES

Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas present.



PROCESS AND SKILLS LIST

As a result of participating in the social studies program, students should demonstrate steady growth in the following abilities and in the individual skills which contribute to them:

A. The ability to get, organize, process and communicate accurate social studies information and ideas.

Rationale: Citizens must deal with enormous quantities of information. They will have to handle even larger amounts in the future. Historical, geographic, political, social and economic information is often relevant for understanding current issues and for decision making. Getting accurate information, organizing and processing it without distorting it, and communicating it to others for their information are all important acts of citizens at all ages and levels.

Contributing Skills: The following skills contribute to this ability. Students should learn and practice them in classroom activities and apply them in preparing social studies reports, presentations and maps.

A.1. Skills for Getting Information

a. determine the kind and quantity of information that is needed to complete a task or accomplish a purpose

(When students approach a learning task that requires them to gather information, they will be able to decide what kinds of information and how much information they are going to need.)

b. identify and locate appropriate sources of information and locate the specific information needed within those sources

(When students know what kinds of information they need, they will be able to use research tools and techniques to find that information.)

c. obtain the information on a specified topic that is contained in a source which has been located or to which students have been assigned

- by observing
- by listening
- by reading

(When the information students need is obtained, they will be able to read, hear, or see and comprehend it.)

d. measure or qualify information as to numbers, amounts, distances and differences

(When students have the sources of information needed, they will be able to determine and count numbers of items, measure amounts or distances.)

e. distinguish among various types of content in a source, e.g., between main idea statements and supporting information; between facts, reasoned judgments, and opinions; between relevant and irrelevant information

(When students have determined the meaning of statements they will then be able to classify them by comparing them with types of statements with which they are already familiar.)

(When students have obtained the literal meaning from a source, they will be able to go beyond that meaning and make reasoned judgments about what the author/speaker meant, why it was put the way it was.)

f. evaluate sources

(When students have located a possible source and noted its content, they will be able to decide on its value for their purposes based on appropriate standards.)

g. take useful notes

(When students have obtained information from a source they will be able to record the data, both bibliographical and content, in a form that will help them complete the task or accomplish the purpose.)

A.2. Skills for Using Information

Students will demonstrate ability to:

a. identify similarities among and differences between various items in the data and group like items together

(When students have obtained information, they will be able to note likenesses and differences and use these qualities to divide the data into useful groups or parts appropriate to their topic needs.)

b. infer meanings, biases, assumptions, and points of view implied but not stated in a source

c. infer relationships such as cause and effect and time and spatial relationships among items in the data

(When students have examined items in the data, they will be able to identify those that are probably related to each other and make reasonable decisions about what the relationships are.)

d. evaluate the relevance, validity and sufficiency of data

(Looking at the data, students will be able to compare what they have with standards of what is needed to accomplish the task and decide whether they have the right kinds of information, with respect to quality and quantity of information.)

e. translate information into a different medium, format or vocabulary without changing the meaning

(Students will be able to put all or parts of the data into their own words without distorting the meaning.)

f. organize or arrange the data using chronology, steps in a procedure, categorization, or other appropriate means

(Students will be able to identify an appropriate principle to use to arrange information into a more useful form, and order it accordingly.)

g. extrapolate from the data

(Students will be able to develop or use principles and generalizations to infer likely causes, consequences and factors of items in the data even though those causes are not explicitly mentioned in the data.)

h. perform appropriate statistical analyses of the data

(Students will be able to use statistical techniques of appropriate sophistication to get at the meaning and possible likelihood of relationships.)

i. make conclusions about the main ideas or understandings that can be drawn from the data

(Students will be able to synthesize understandings about what the major parts or the entirety of the data mean.)

j. evaluate the conclusions drawn

(When they or others have drawn conclusions from the data, students will be able to compare them with generalizations and principles they already know and, if discrepancies are noted, decide whether the evidence on which the conclusions were based is strong enough to justify modifying the generalizations or principles.)

A.3. Skills for Expressing Information and Ideas

Students will demonstrate the ability to:

a. present factual or objective information orally, in writing and through other media.

(Students will be able to write, speak, use maps and graphics in such a way that they communicate information clearly to others.)

b. explain different points of view or positions on a topic and present the evidence and reasoning that supports each position

(Students will be able to write, speak and use graphics in such a way that they clearly present their own positions and/or the positions or perspectives of others on a given topic or issue.)

c. state and support a position on an issue persuasively in writing, orally and through media

(Students will write, speak and use other media in ways appropriate for convincing an audience of the strength of the students' positions.)

d. disagree with a position taken by another without resorting to personal attack or denigration

(Students will recognize and deal logically and persuasively with opposing arguments.)

e. contribute to the successful completion of a group oral, written or media presentation

f. use correct formats assigned or selected for presenting material

(Students will be able to use the proper style, form and mechanics for different forms of spoken - e.g., debate, discussion, written - e.g., formal report, outline - and media presentations.)

A.4. Skills for Interpersonal and Group Relations

Students will demonstrate the ability to:

a. work with others in identifying a goal, formulating a plan, dividing tasks, carrying the plan out and evaluating the results and procedures used

b. empathize

(In situations where perception could be colored by egocentrism or ethnocentrism students will be able to understand and explain how others with varying perspectives might see, explain or feel about them.)

c. recognize and employ nonverbal body language to improve communication of meaning and feelings

d. note and evaluate the characteristics and behaviors of others before making judgments that might be influenced by stereotypes

e. give and follow directions

(When in situations requiring them to give directions, students will be able to express appropriate ones clearly and ensure that they are understood. When in situations requiring them to follow directions, students will be able to get the literal meaning, obtain clarification of any ambiguous parts, and carry them out in an acceptable fashion.)

B. The ability to identify and investigate issues, generate and test hypotheses, and take and support positions persuasively.

Rationale: The pursuit of truth is important in academic undertakings. It is even more important in the life of a free society. It is most difficult in relation to issues where emotion or prejudice tempt the student and citizen to accept the obvious answer. Developed skill and discipline can help in resisting this temptation.

This process frequently involves:

- **gathering information about a topic or issue about which there is disagreement - information about the topic, about the disagreement, and about those who disagree;**
- **comparing this information with previously acquired standards to determine importance or significance;**
- **deciding whether the issue merits further effort;**
- **inferring relationships or other findings which might be shown by evidence gathered (hypotheses);**
- **deciding what kinds and quantities of evidence would actually prove or disprove the predicted findings - the hypotheses;**
- **gathering evidence objectively - deciding whether the hypotheses have been proved or disproved or shown to require further research;**
- **translating the results into a position;**
- **expressing the position and its supporting evidence.**

Contributing Skills: The following additional skills contribute to this ability. Students should learn and practice them and apply them in preparing persuasive presentations and reports on academic, simulated and real life topics and issues.

B.1. Skills for Getting Information as listed under A.1. above

B.2. Skills for Using Information

In addition to skills previously developed, students will demonstrate the ability to:

a. attain, label, clarify and categorize concepts

(Students will be able to identify the cluster of characteristics that are common to one class of items and set it apart from all others (the concept), identify an appropriate name for that concept, and gradually become more and more clear about what subconcepts are parts of it and what broader concepts it is a part of.)

b. form, state, clarify, and delimit generalizations

(Students will be able to identify general relations among concepts (generalizations) - e.g., one generally causes the other, one generally is a necessary condition for the other to exist - verbalize the generalization, and gradually become clearer about when the generalization does and does not apply.)

c. apply understandings, concepts and generalizations developed to new information and in new situations

(Students will be able to use the knowledge gained in one task to gain understanding more quickly or more fully in another.)

d. develop analogies

(Students will be able to note the relationship between two or more concepts and then identify other pairs of concepts that are related in the same way. A is to B as C is to ___.)

B.3. Skills for Expressing Information and Ideas as listed under A.3. above

B.4. Skills for Interpersonal and Group Relations

In addition to skills previously developed, students will demonstrate the ability to:

adjust, within ethical and legal limits, their own behavior to the dynamics of a situation, including the presence of change, diversity, ambiguity and conflict

(In situations with other people, students will be able to change their normal behavior patterns as necessitated by special characteristics of the situation to facilitate the achievement of the common goals, but not to the extent that they violate legal or moral standards.)

C. The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action.

Rationale: A free society allows its citizens to make the political, economic and social decisions important in their lives. Active involvement in a democratic society requires participation in problem solving on public issues as well as personal matters. The quality of the decisions made and problem solving actions taken is important to the success of the free society. Possession of skills does not guarantee that all decisions and actions will be wise, but it does improve the odds.

Decision making frequently involves:

- identifying situations requiring a choice;
- considering the desired outcome of each situation;
- identifying the available choices;
- predicting the results likely from each choice;
- comparing likely results with desired outcome;
- selecting the choice with the best match between its likely results and the desired outcome.

Identifying and solving problems frequently involves:

- noting a situation in which there is a gap between what actually is and the standard of "what should be" - a problem situation;
- gathering information about the problem to make sure that it actually exists and requires solving, and gathering information about its causes;
- identifying the resources available for solving the problem and the constraints limiting the kinds of solutions that can be tried;
- identifying as many courses of action as possible;
- predicting the likely results of each course of action;
- evaluating all courses of action based on feasibility and desirability of the results;
- selecting the most appropriate course or sources of action;
- taking the selected action;
- evaluating results and modifying procedures as needed.

Contributing Skills: The following skills contribute to these abilities. Students should learn and practice them and apply them in content matter, simulations and real life decision-making and problem-solving situations.

C.1. Skills for Getting Information, A.1. a-g above

C.2. Skills for Using Information, A.2. a-j and B.2. a-d above

C.3. Skills for Expressing Information and Ideas, A.3. a-f above

C.4. Skills for Interpersonal and Group Relations, A.4. and B.4. above

In addition to skills previously developed, students will demonstrate the ability to:

monitor the effects their own behavior has on others and modify that behavior as needed to achieve the desired effects

D. The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors (valuing).

Rationale: Individuals, as students and citizens, must evaluate words and actions. They must evaluate ideas and positions to decide whether they meet standards of scholarship, logic and fairness. They must evaluate issues and possible public policy actions to decide how they relate to their own value standards and to the standards of their community. While the school has an important role to play in the formation and application of standards of scholarship and logic, it must act with caution in the area of formation of values. In both areas, however, the school has an important role in helping the students to develop and examine such standards and to apply them to appropriate materials and situations.

Developing and forming standards for valuing in areas such as scholarship and reasoning that are relevant to social studies instruction frequently involves:

- **examination of examples of previous thought that meet the standard sought;**
- **concluding about the general qualities of positions and thought meeting the standard;**
- **identification of qualities commonly found in positions not meeting the standard;**
- **identification of likely effects of adhering to the standard;**
- **appropriate school rewards - such as grades - for meeting the standard.**

Valuing and critical thinking frequently involve:

- **recalling or locating the standard by which the position, thought, etc. should be evaluated;**

- comparing the qualities present in the position, thought, etc., with those required by the standard;

- deciding how close the match between the item and the standard is;

- deciding whether the item should be accepted, rejected, or changed to improve the match;

- empathizing with the positions, thought, etc. of others;

- tolerating ambiguity;

- taking a stand.

Contributing Skills: The following skills contribute to these abilities. Students should learn and practice them and apply them in critical thinking (evaluating the scholarship and logic of items) and valuing (evaluating the quality of rightness of items).

D.1. Skills for Getting Information

D.2. Skills for Using Information

D.3. Skills for Expressing Ideas and Information

D.4. Skills for Interpersonal and Group Relations

E. The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency).

Rationale: While democracy does not depend on blind obedience, it does depend on informed assent to and, where necessary, expression of informed disagreement with rules and laws made by representatives. Informed assent requires the ability to know what the laws say and mean and to make intelligent decisions.

Citizenship competency frequently involves:

- **getting, processing and expressing accurate information and ideas;**

- **identifying and investigating issues, generating and testing hypotheses, and taking and supporting positions;**

- **making appropriate decisions and identifying and solving problems effectively;**

- **valuing and critical thinking.**

Contributing Skills: The following skills contribute to these abilities. Students should learn, practice and apply them in academic and real life situations.

E.1. Skills for Getting Information, A.1. a-g above

E.2. Skills for Using Information

In addition to skills previously developed, students will demonstrate the ability to:

a. assess their own involvement and stake in political situations, issues, decisions and policies

(Students will be able to predict the consequences of actions - or inactions - and policies on themselves and determine the extent to which they want to or should become involved.)

b. to act upon the basis of their best judgment

E.3. Skills for Expressing Ideas and Information, A.3. a-f above

E.4. Skills for Interpersonal and Group Relations

In addition to skills previously developed, students will demonstrate the ability to:

work effectively with bureaucratically-organized institutions in order to promote and protect their own interests and values

(Students will be able to adjust their behavior patterns in order to deal effectively with the special circumstances of bureaucratic organization.)

SYLLABUS FOR PARTICIPATION IN GOVERNMENT

Course to meet the mandate in Commissioner's Regulations as follows:

100.5 Diploma Requirements

(a)(6) All students first entering grade 9 in 1985 and thereafter and taking four or more years to complete the diploma requirements, shall earn four units of credit in social studies in accordance with the following:

(ii) Such requirements shall include 1/2 unit of credit in participation in government and 1/2 unit of credit in economics.

INTRODUCTION TO THE SYLLABUS FOR PARTICIPATION IN GOVERNMENT

"Here each individual is interested not only in his own affairs but in the affairs of state as well. Even those who are most occupied with their own businesses are extremely well informed on general politics. . . . We do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all."

Pericles
Funeral Oration, 431 B.C.

"In order that men may be prepared for self-government, their apprenticeship must commence in childhood. The great moral attribute of self-government cannot be born and nurtured in a day; and if school children are not trained to it, we only prepare ourselves for disappointment."

Horace Mann, 1796-1859

"A passive electorate that derives much of its knowledge from television is too easily manipulated. Schools must provide a deeper understanding necessary for a self-governing citizenry. It must provide access to a shared culture and intellectual heritage if it is to bind its citizens together in a commonwealth. It certainly must enable the citizens of this country to make informed judgments about the complex issues and events that characterize life in advanced economies at the end of the 20th century. The cost of not doing so may well be the gradual erosion of our democratic birthright."

A Nation Prepared, 1986

The enhancement of self-government, through the development of knowledgeable, committed, capable, and active citizens, is a continuing goal of education in the United States. In a unique sense, it is a critical goal of the social studies curriculum, and particularly the Participation in Government requirement mandated in the Regents Action Plan.

As society becomes more complex, as the world becomes more interdependent, and as technology allows events to take place more rapidly, the future of democracy will increasingly depend on the ability of citizens to make intelligent and effective decisions. It is assumed that citizens are capable of making such decisions. The achievement of this goal, however, requires persistent and systematic effort.

To this end the Board of Regents has mandated Participation in Government as a requirement for graduation from secondary school in the State of New York. In explaining the means to achieve the goals of this mandate, the Bureau of Social Studies Education consulted with a number of people who possess expertise in the general area of government, especially in regard to the study of public policy formulation and implementation. These consultants come from both the secondary school and university levels.

When the contributions of the consultants who contributed material for this course were examined, it became clear that there were a number of viable means of achieving the desired goals of the Participation in Government course. Therefore, it was decided that the syllabus for Participation in Government should provide school districts with the opportunity to choose among several possible options in developing their local curriculum for the course. However, it should be emphasized that, in meeting the State mandate for a semester course in Participation in Government, school districts must develop courses which will meet the goals and objectives of the course which are stated in the syllabus.

The following writers and consultants provided expert assistance in developing the syllabus for Participation in Government:

Dr. William D. Coplin, Maxwell School of Citizenship and Public Affairs, Syracuse University

David Durfee, formerly of the Public Schools of the Tarrytowns

Steven Fleury, New York State University College at Oswego

Robert A. Hoffman, Jericho Union Free School District

Dr. Gregory Julian, Participatory Democracy Training Center, Rockland Community College

Dr. Joseph Julian, Vice President of Public Affairs, Syracuse University

Dr. Ralph Ketchum, Maxwell School of Citizenship and Public Affairs, Syracuse University

Dr. Richard Koubek, Plainview-Old Bethpage School District

A. Robert Lynch, Jericho Union Free School District

John Mallan, School of Education, Syracuse University

Dr. Donald Meiklejohn, Professor Emeritus, Syracuse University

Dr. Michael K. O'Leary, Maxwell School of Citizenship and Public Affairs, Syracuse University

CHARACTERISTICS OF EFFECTIVE CITIZENS IN A DEMOCRATIC SOCIETY

The primary purpose of the "participation in government" mandate is to facilitate and encourage the development of civic-minded individuals capable of effectively fulfilling the "office of citizen": a fundamental precept of democracy and a right guaranteed by the 14th Amendment to the Constitution. The end product should be individuals who have the characteristics that define a citizen -- committed, informed, skillful, and active. All four elements are essential. Knowledge and skills without action is meaningless or at least socially impotent; action without knowledge and skills is erratic and dangerous; knowledge, skills and action without commitment to democratic values is easily manipulated toward selfish and/or socially undesirable goals.

The basic function of education in a democratic society must be to nurture in individuals the unique qualifications needed to function effectively in the "office of citizen," an office as real as President, Senator, Representative, governor, mayor, chief executive officer of a corporation, union president, or member of a board of education. This "office" demands individuals who possess, in various degrees, the skills and qualities associated with:

"civic mindedness":

- a concern for the common good of society and an interest in sustaining the democratic experiment.
- an interest in, and respect for, the values and opinions of others as they are related to societal issues.
- an appreciation of the fact that societal issues may never be finally solved.

"civic intelligence":

- a firmly grounded knowledge of the values, principles and historical antecedents that have shaped the current society.
- an understanding and appreciation of the principles and processes of the social sciences as basic tools of the democratic process.
- an appreciation for the interconnectedness of educational and life experiences as they relate to civic functioning.

"civic literacy":

- the ability to interact cooperatively, efficiently and effectively with others in the delineation, discussion and resolution of societal issues.
- the ability to formulate and express informed judgments in the political process of influencing others to consider the validity of those judgments.
- the knowledge of, and ability to interact with bureaucratic processes and structures to achieve desired goals.

"civic enterprise":

- the willingness to pursue the challenging dialogue required to resolve societal issues.

- the willingness to accept responsibility for civic action, based on informed judgment, to achieve desired goals.

- the willingness to follow through with the complex task of implementing solutions to civic problems.

The major goals of the 12th grade Participation in Government course are that the students will demonstrate:

1. knowledge of how public policy is formed, implemented and evaluated at all levels of government in a democratic society; and

2. knowledge of how citizens can directly or indirectly interact with the public policy process.

The following outcomes should encourage teachers, working together, to use their best professional judgment to develop a program that will achieve, in varying degrees, the following objectives:

1. to create opportunities for students to refine and develop skills necessary for participating in a democratic society.

2. to make students aware of the role of the citizen in the decision-making process.

3. to provide opportunities for students to engage in civic action.

4. to encourage students to accept responsibility for their role as citizen.

5. to provide students with an opportunity to use skills and knowledge learned in other social studies courses and from their overall educational experience.

6. to provide students with an understanding of how public policy decisions are made.

7. to encourage students to work cooperatively in the analysis of public issues.

8. to make students aware of the complexity involved in the formulation of public policy.

9. to help students understand how a person's values affect his/her decision-making processes.

10. to enable students to make informed judgments concerning public policy issues.

This course should be based on the assumptions that students have already demonstrated knowledge:

1. of the structure, function and operation of government at all levels in the United States; and

2. of the philosophical and historic bases and values of a democratic governmental system as exemplified by the United States government; and,

3. of forms and operation of other types of government, e.g., parliamentary system, totalitarian system, etc.

RATIONALE AND GUIDELINES FOR PARTICIPATION IN GOVERNMENT

The achievement of the preceding goals presupposes a number of assumptions that form the foundation of the mandate for "participation in government."

FIRST, the requirement to involve students in a course in "participation in government" as a prerequisite for graduation must be developed as a culminating course that relates the content and skills components of the K-11 social studies curriculum, in particular, and the total educational experience, in general, to the individual student's need to act as a responsible citizen.

This course should be a culminating one in which:

- content is drawn from the broad range of experience the student has encountered throughout the educational program, including areas beyond the defined social studies curriculum, i.e., science education, health education, business education, etc., and including life experience beyond the classroom and school door. In this sense, content will be truly interdisciplinary.

- content, in the form of data, facts or knowledge, will be related to the problems or issues addressed by the students, i.e., the definition of problems will generate the type and quantity of information needed for the adequate analysis of those problems and will dictate the skills and abilities necessary for suggesting potential solutions. The actual content may vary greatly from school to school and classroom to classroom, but real and substantive issues at the local, state, national and global levels should be an integral part of the program.

- content, in the form of intellectual processes or operations necessary for dealing with the data generated from the problems or issues addressed, will, in effect, be the substance of the course. In this sense, content, while unique to the individual issues, will have some universality from school to school and classroom to classroom.

SECOND, the term "government" must be taken in the broadest sense to include all of the social groups of which the students are "citizens," i.e., family, neighborhood, local community, peer group, school, voluntary religious and social organizations, business organizations, the various strata of formal government, the global community. Any issues that concern the competing claims of "citizens" of these groups should be considered "governmental" in nature.

THIRD, the term "participation" must be interpreted in the broadest sense to include not only actual community service programs or out-of-school internships, but also classroom and in-school activities that involve students in the analysis of public issues chosen because of some unique relevance to the students involved. Defining, analyzing, monitoring, and discussing issues and policies is the fundamental participatory activity in a democracy. It is in this basic activity that all other forms of participation have their root and foundation. David Matthews, former Secretary of Health, Education and Welfare, stated this concept most succinctly. "All democracies begin in conversations," he noted. "Talk is doing in a democracy. Whom we talk to, how we talk, and what we talk about create political community. Such activity must not be

relegated to a level of importance secondary to what seem more 'active' tasks; inquiry which leads to informed judgment about critical societal issues is the primary activity of a citizen in a democracy."

FOURTH, the primary analysis of this culminating activity should be on the definition, analysis, and formulation of tentative policies or solutions to societal issues that are public in nature. In this context, a societal issue is any unresolved problem or disputed policy issue that stems from existing societal conditions, conditions that existed in the past, or conditions that may exist in the future; a policy is any rule, regulation or law which determines how social groups will deal with societal issues; a public issue is one that involves a dispute between two or more interested parties (people, groups, institutions) who, either collectively or individually, consciously strive to shape public policy decisions. In effect, public issues can be looked on as disputes that arise when attempts are made to formulate policies relative to societal issues.

As previously noted, the specific content of the participation in government course should derive from the issues chosen for analysis. The following list, presented as a guide to the variety of issues available, must be used with the following considerations:

1. The list should not be considered inclusive of all issues, or exclusive of any. The list presents only examples, not a list of preferred issues. A balanced program should include issues from various levels of government and should represent a balance of social, political and economic issues.

2. The list presents issues that need to be refined into clear statements or questions that focus on the need for specific policy recommendations. For example, "'Baby Jane Doe' cases: might be refined to the question, "Should parents have the right to refuse medical treatment for a child suffering from birth defects?".

3. The list presents topics in a present and/or future focus. Many, however, have historical antecedents, or parallels, that permit analysis in an historical context. For example, the issue of drug testing of students might be explored through any of the historical parallels that address the issue of the general right to privacy, e.g., the use of Writs of Assistance in the colonial period.

Family Issues:

availability of day care centers
divorce
rights of children
abuse of children and the elderly
surrogate motherhood
"Baby Jane Doe" cases
"latch key" children
changing roles of women in society
care of the elderly

School Issues:

censorship of texts
censorship of student publications
drug testing of students
vandalism of property
cheating
community services requirements for graduation
increasing graduation requirements
prayers in public schools
searching students' lockers

Community Issues:

crime rates
zoning regulations
shelters for the homeless
commercial development
sale of sexually explicit materials
smoking in public places
preserving historic buildings
educational funding
attracting jobs

State Issues:

loss of jobs
tax policies
mental health care
care of the elderly
crowding in jails
capital punishment
funding for abortion
changing the 55 MPH speed limit
changing the legal drinking age
legalization of marijuana

National Issues:

civil liberties
import quotas
developing the Strategic Defense Initiative
budget deficits
controlling drug traffic
medical costs
military draft in peacetime
national defense spending
restrictive immigration policies
spending for social programs

Global Issues:

terrorism
apartheid

famine
acid rain
arms race in space
disarmament
population control
preserving endangered species
aid to underdeveloped countries
multinational corporations

FIFTH, this culminating course will include a wide range of issues since these will be based on the interests of students, the background and qualifications of staff, the resources of the school and community, and the geographic location and demographic composition of the local community. In selecting issues, the following criteria should be given careful consideration:

- issues should have major significance, importance or far-reaching consequences for at least one social group.

- issues should have a contemporary focus with historical antecedents, or an historical focus with contemporary relevance.

- issues should range widely by topic, representing a balance of social, political and economic concerns.

- issues should have a clear connection to major democratic values and values conflicts.

- issues should generate sufficient information to allow for balanced treatment.

SIXTH, this culminating activity should develop in students an increased respect for the broad range of democratic or civic values that underlie our basic philosophy of government. Such values include, but are not limited to: justice for all; due process of law; free expression; rule by consent of the governed; government by elected representation; government efficiency; honesty; economic freedom; responsibility for individual actions; responsibility to others and to the community; privacy; freedom of personal association; diversity; majority rule with respect for minority rights; equal participation of all persons in government; respect for the general welfare; respect for property rights; freedom of religion; separation of powers; local control of local problems; equal opportunity; equal protection of the law; rule of law or constitutional limits on government; national security; and respect for human dignity.

In addition to this increased respect for democratic values in general, students should also come to realize that fundamental disagreements that arise in the development of policies to resolve public issues stem principally from the conflicts generated when several of these values are involved in a specific problem setting. In this respect, this culminating course should introduce students to the complex but exciting area of conflict resolution and to the variety of value systems existing in the world community.

It is important to note that this emphasis on values conflict and conflict resolution not be interpreted as a requirement for consensus or agreement. The

purpose is to have students recognize and respect values disagreements and to recognize the constant tension which exists between societal interest and individual freedom.

SEVENTH, this course will provide unique challenges to the local school community.

Participation in Government poses a challenge to the social studies department in each school because it is the culminating activity of the K-11 social studies program. As such, it is not simply a 12th grade course, or the responsibility of those teachers who teach at the 12th grade level. Social studies teachers should be aware of the importance of what is done at each grade level to the successful implementation of the program, and, to the extent possible, play an active part in the design and implementation of this requirement.

Participation in Government poses a challenge to each teacher involved in the program because of some of the possible problems or difficulties that might result from its implementation; for example, generating and organizing information when no single textbook is available; structuring the classroom for analysis of public issues -- large group, small group, individual projects; integrating out-of-class experiences -- internships, community service activities; assuming the role of facilitator rather than the source of information; developing an evaluative procedure for an activity that emphasizes student growth rather than achievement of a predetermined norm.

Based on the goals and assumptions set forth above, a problem-solving/decision-making approach is essential to the successful implementation of the participation in government program. Many such approaches are commercially available, and most teachers and students may have used such approaches in earlier grades in the social studies curriculum. Whatever the specific approach adopted, students should be encouraged to explore several very basic questions in the analytical process of studying the selected issues: What is the problem or issue? What alternative solutions exist for possible resolution of the problem? How can a "working alternative" be selected from the numerous alternatives available? How can the results or possible outcomes of the selected alternatives be determined and evaluated?

In the course of addressing these or similar questions, students should encounter opportunities to refine and improve skills that have been introduced and practiced at various stages in the K-11 curriculum. These should included: <u>defining</u> societal issues; <u>gathering</u> current and historical data related to issues; <u>identifying</u> individuals and groups directly and indirectly interested in the resolution of specific issues; <u>analyzing</u> the values-positions of these interested parties and well as their own values-positions; identifying alternative solutions and criteria for evaluating those alternatives; <u>applying</u> defined criteria in the process of delimiting alternatives; and <u>evaluating</u> procedures for determining the "success" of the outcomes or solutions.

In addition, this approach should result in students having the opportunity to examine and clarify their own positions and values and those of others, to formulate arguments to support or defend their positions, to express their positions in discussion of the issues, to listen to arguments and positions of

others, to evaluate different values and positions, and to work cooperatively with others in the search for alternative resolutions of the issues.

The degree of emphasis placed on each of these processes during the course of analyzing selected issues will depend on the background of the students, the talents and skills of the teachers involved, and the nature of the issues selected. The ultimate goal is to select and implement methodologies that will reinforce, refine, and build upon the skills developed throughout the K-11 social studies program.

Participation in Government poses a challenge to each student: accepting the responsibility for active involvement in determining and delineating the issues to be explored; pursuing the information needed to define, analyze, and develop alternative resolution to each issue; carrying out activities that support the resolution of each issue; drawing together relevant information, skills, and understandings from past educational and/or life experiences and focusing these on the resolution of real issues; and assuming the role of citizen as it applies to the program by accepting the responsibility for involvement and successful fulfillment of the tasks at hand.

Participation in Government poses a challenge to the school administration and local community: providing, if needed, the flexible scheduling and support for alternative activities that may be needed for the successful implementation of the program; providing resource people and opportunities for community involvement that may be useful; and risking the possibility that students may pursue issues that may be sensitive.

PARTICIPATION IN GOVERNMENT: SOME ALTERNATIVE MODELS

The guidelines provided herein will enable a district, or a consortium of districts, to develop a course which will reflect the strengths of the district's or area's teachers and programs and yet still meet the goals of the program. We envision the course as possibly being any one of the following, but do not feel that a single design must be followed consistently each year. It may also be that districts will want to combine various approaches, or, for example, combine a formal program of instruction with an internship, or service project of some kind. Districts may want to build on newly acquired expertise of a faculty member, or new interests of students, to redesign the course as time goes on. What is important are the overall goals of the program and the emphasis that students acquire the basic policy analysis skills. Listing of particular programs does not constitute endorsement of any particular program by the State Education Department.

PUBLIC POLICY ANALYSIS MODEL

This model is primarily focussed on directly teaching the skills of public policy analysis (information gathering and analysis skills) for the purpose of enabling students to respond to local, state, national and international issues, and possibly to participate in some public policy issues from a decision making perspective. This program seeks to establish a clear structure so that systematic evaluation of student learning can take place. Such a course might contain the following general components:

I. Basic Concepts and Skills

- o Identify public policy issues/components
- o Identify value conflicts involved
- o Identify and critique four types of public policy analysis - monitoring, forecasting, evaluation and prescription
- o Finding information on issue
- o Using surveys/interviews
- o Using statistical data

II. Participative Perspective

- o Formulating positions
- o Learning how to implement preferred alternative
- o Learning how to evaluate preferred alternative

III. Surveying Public Policy Issues

- o Communicating public policy analysis
- o Comparing public policy issues/alternatives
- o Actual participation as a citizen
- o Improving public policy decision making

Sample Program:

William D. Coplin, Ph.D., Michael O'Leary, Ph.D., Effective Participation in Government: A Policy Skills Manual, Effective Participation in Government Program, P.O. Box 632, Fayetteville, New York 13066.

PARTICIPATION IN GOVERNMENT: OFFICE OF THE CITIZEN MODEL

Introduction

This model starts with the basic premise that the only office every high school senior is certain to fill is that of the office of the citizen. It is an office which as much as any vocation requires careful preparation for its proper fulfillment. The course calls for students to focus their attention on public questions and to know and appreciate the differences between private concerns and the public's well being. As a consequence, students who take this course will be engaged in a semester long exercise designed to encourage the use of the mind for civic purposes. Therefore, the goal of the course is to expand the skills and civic intelligence of students in order that they may become effective participants in the public life of the country.

The Components of the Course

The components which constitute the semester's central curriculum fall into four units. Each section employs the case study method as a vehicle for helping students to arrive at informed and reasoned decisions. This approach includes 1) the selection of a topic; 2) an examination of the facts; 3) a definition of the issues; 4) a rational decision; and 5) an evaluation of that decision.

Unit I

This introductory section draws from Supreme Court cases to present issues close to the students' immediate educational experience: 1) the constitutional basis for invading the privacy of students by searching their purses or lockers; 2) the legitimacy of providing for a moment of silence at the beginning of the school day for meditation or prayer; 3) the propriety of requiring all persons to attend accredited schools until they are 16 years old; and 4) the constitutional legitimacy of public schools segregated on the basis of race. These Supreme Court decisions are to be studied not as legal documents, but rather as statements of our fundamental political morality. As background for that examination, the unit also contains readings such as Martin Luther King's Letter from a Birmingham Jail and Joseph Tussman's Office of the Citizen.

Unit II

In this unit the class will focus its attention on prominent matters of public concern. The substantive materials for the unit are those used by the National Issues Forum (NIF), a program designed to help citizens confront some of the most pressing public policy problems of our time. The NIF program examines a variety of issues including crime, welfare, immigration, the farm crisis, health care, the trade gap, national security and the federal deficit. This unit and its materials give the students an opportunity to do what policy makers routinely do -- work through an issue. In working through an issue the students take on the role of the public leaders and thus engage in a process where they ponder the pros and cons of various options, look at the potential repercussions of those options and then arrive at a more considered judgment.

It is in this unit that the students find themselves in the demanding position of policy makers faced with the need to make hard choices.

Unit III

In the first two sections of the course, students explore the important and sometimes stressful dimensions of today's public policy options and evaluate their ramifications for the nation's well-being. These are civic learning exercises undertaken by the class as a whole. Unit III builds upon this experience by giving the class an opportunity to divide into research teams to select issues of interest to them. If they choose to do so, these teams of investigators can examine the local repercussions of the national issues addressed in Unit II. As an alternative, students may decide to explore a local or regional issue that has attracted the attention of the community. If this latter course of action is decided upon, students may wish to share their findings and proposed solutions with the local media, civic organizations and local governments and thus influence public policy-making even as they complete the requirements of the course. Whatever the issue, the guiding assumption for this unit is that a policy problem can be understood only as one knows its history, its current posture, its implications for the wider social scene and the standards by which its resolution is directed.

Unit IV

This component brings the course to its conclusion by engaging students in: 1) an assessment of the current state of public life in America and, 2) an examination of how they can strengthen the underpinnings of our civic enterprise. The unit is composed of several sections, each of which explores a vehicle for citizen participation in American society -- be it through voting, office holding, party membership or through active involvement in special and public interest group politics. The readings include excerpts from The Federalist Papers, Alexis de Tocqueville's Democracy in America, Mario Cuomo's Diaries and the New York State Constitution. The major objective of this final unit is to help students understand that in an open society where relationships among individuals, organizations and branches of government are complex, the opportunities for participation are as varied as the energies, interests and inclinations of the citizens themselves.

Summary

The course materials and suggested procedures are adaptable to classes of different abilities, and to rearrangements teachers may prefer because of various local circumstances. In Unit I, for example, some teachers may choose not to use all the cases and may decide to use some of the other Supreme Court decisions suggested in a teacher's guide. Others may want to paraphrase the issues of the cases in simpler language. Simplified versions of the arguments are available. Unit II gives the teachers an opportunity to select public issues from twelve study guides prepared by the National Issues Forum. Unit III affords further opportunity for teachers to adapt to the needs of their particular classes. Classes, for example, that are not yet adequately trained in basic techniques of research and analysis, such as library use, simple statistical and graphic analysis, utilization of newspapers and other media, and application of computers, might attend specifically to learning some of these skills. Finally, Unit IV can embody a wide range of internships,

community field studies, interviews, role-playing and classroom visits by public officials to expose students to the actual practices of participation in public life. This model conveys a basic understanding of the "office" high school seniors are about to assume, but also affords considerable flexibility in approach, choice of topics, and level of ability in particular classes.

Course model developed by: Dr. Joseph V. Julian, Vice President for Public Affairs and Alumni Relations, Syracuse University; Dr. Ralph Ketcham, Professor of History and Political Science, Syracuse University; and Dr. Donald Meiklejohn, Emeritus Professor of Philosophy, Syracuse University.

THE POLITICAL PROCESS MODEL

This approach would be organized on four levels. One is a study of the political process itself -- the practices, procedures or norms by which Americans, within and outside the government, make decisions. At another level, this course would be structured to critique the American political process in light of democratic theory. Still further, such a course would contain a public-policy component, a procedure for students to examine the substance of current public policy proposals as they relate to the political process. Finally, the course contains a practicum through which students can participate, either in short or long-term community service or political projects or internships. Throughout the course suggested here, the political process is examined as it relates to both private and governmental situations; politics is studied as a basic component of human behavior. A possible outline for such a course might be as follows:

The Political Process: Theory and Practice

Unit One: Power and Participation: An Introduction to Political Action

I. The Politics of Decision Making: U.S. and Elsewhere

A. Politics Defined

B. Decision Making: Democratic Norms; Other

C. Decision Making Roles

D. Political Problems: The Subjects of Decision Making

II. Power and Participation: U.S. and Elsewhere

A. Power Defined

B. Power Structures

C. Participation Defined

D. Power and Participation: Democratic Norms

E. The Roots of Political Behavior

Unit Two: Processing Demands: Interest Group Politics -- Local to International

I. Interest-Group Organization

A. Political Demands in Modern Society

B. Active and Potential Groups

C. Interest Groups: Internal Politics

II. Interest-Group Politics

A. Types of Interest Groups

B. Interest-Group Strategies

C. Democracy and Pressure Politics; Other Systems

Unit Three: Coalescing Interest: Political Parties

I. U.S. Political Parties: Coalition Politics

A. Interest Representation

B. Conflict Management

C. Public-Policy Debates

D. Public Versus Special Interests

II. U.S. Political Parties: Patterns of Participation

A. Party Organization: The Two-Party System

B. Leadership Recruitment

C. Party Identification

D. Voter Turnout

E. Political Activism

Unit Four: Discussing Public Policy: The Communication of Issues

I. The Public Policy Debate: Rational Discussion

A. Reason and Democracy

B. Defining the Problem

C. Formulating Hypotheses

D. Gathering/Analyzing Data

E. Communicating Positions

II. The Public Policy Debate: Mass Communication

A. Election Campaigns

B. Media and Politics

C. Public Opinion

D. Government Discourse

Unit Five: Power, Free Enterprise and the Media-Building Public Policy

I. Decision Making: Points of Access

A. The Fragmentation of Power

B. Legislative Decision Making

C. Executive Decision Making

D. Bureaucratic Decision Making

II. Decision Making: Theories of Power and Participation

A. The Power Structure - Competing Views

B. Studying Community Power

C. Theories of Participation

III. Instructional Dimensions of Decision Making

A. In Other Countries

B. The United Nations

C. Other Governmental/Non-governmental Organizations

Students should complete at least one short-time practicum. Some students may opt for a one semester service or political internship in lieu of the classroom-centered course. To earn credit, it is suggested that students should:

- Log at least four hours per week with a sponsor over a 20-week period.
- Spend at least one period per week in a discussion seminar with interns.
- Maintain a written log of the internship experience.
- Use the log and seminar discussions to analyze how the internship relates to the political process.

Course model developed by Richard Koubek, Ph.D., Plainview-Old Bethpage Central School District, Plainview, New York.

PUBLIC AFFAIRS MODEL

The general nature of this model follows a format similar to a Great Issues course. The objectives here are to identify public issues, or issues of great and enduring nature, and place them in the context of both historical and contemporary affairs. Thus, an issue related to local, state or national taxation might be examined for itself, but also bring to bear the historical nature of federalism as a major Constitutional principle, and its foundation in Roman and successive thought relative to the topic.

The teacher will determine major issues to be used in the course, and prepare readings (either as recommended bibliography, or as handouts) and develop a procedural outline to be followed. Students may then engage in discussion, (after having done some investigation) for the purpose of understanding the issue in its various ramifications. The outline might look something like the following:

I. Public Policy Issues: A Society Question Involving Choices and Decisions

II. Public Issues in American Society

- A. Identification of the Nature of the Issue
- B. Case Studies of the Issue
- C. Discussion of Parameters of Issue

III. Examination of the Issue

- A. Historic Roots of the Issue
- B. Social Scientific Aspects of Issue
- C. Previous Policy Action

IV. Possible Alternatives for Action

NATIONAL ISSUES FORUM MODEL

CITIZENS, ISSUES, ACTION: Participating in Government is a curriculum materials package designed specifically to meet both the letter and spirit of New York's Participation in Government mandate. The 15-week course provides a complete instructional plan for a curriculum which:

- engages students in the study of specific policy issues.
- directs students in a wide range of relevant, practical participatory experiences.
- develops students' competence in skills vital to effective participation.

The heart of **CITIZENS, ISSUES, ACTION** is a series of ten-day units, each focusing on one significant, timely public policy topic. Teachers choose from among topics which include: AIDS, Freedom of Speech, Immigration, Moral Choices, The Public Debt, the Superpowers, The Trade Gap, Crime, and the Farm Crisis. Students build their knowledge of the topics and the issues associated with each topic by reading the National Issues Forum issue booklets. Each issue booklet poses the major policy choices facing the American people. Through additional research activities, students are encouraged to examine the impact of the issues on their local community.

While learning about each topic, students also engage in one to three participatory experiences related to the topic. Experiences range from individual activities such as writing a letter to the editor to group experiences such as participating in public discussions. Experiences also range from ascertaining information through research to communicating community value choices to policy makers at all levels. Instructional suggestions help ensure that students develop (or practice) skills, such as developing informed choices through discussion, doing research, or writing policy statements, necessary to assure effective participation.

Suggestions for participatory activities include both in-class and out-of-school experiences. Sensitivity is shown to the logistical problems of sending students into the community and practical suggestions for balancing in-class and out-of-class activities are offered.

While the heart of **CITIZENS, ISSUES, ACTION** is the series of issue units, carefully designed beginning and ending units make certain students have a well-rounded course experience. A beginning 15-day unit not only enables the teacher to diagnose students' knowledge of the structure and function of government and how it works, but also provides a series of lessons for brief remediation, if necessary. The unit also helps students refine their skills in dealing with controversial topics and for effectively participating in a range of civic activities.

The final unit of the course provides a capstone experience for students in which they develop their own issue, preferably a local issue, in an issue booklet form. In this unit, students are encouraged to go into the community to gather information and perhaps to engage in a participatory experience with local people or agencies.

The **CITIZENS, ISSUES, ACTION** package includes all the teacher and student materials needed to teach Participating in Government. The instructional plan for the course is contained in a Teacher's Course Guide which contains teaching directions for each unit, student handout masters for duplication, relevant teacher background materials, and single copies of the issue booklets. Teachers have a choice of how many and which issues to use in their course. For the issue chosen by the teacher, packages of 30 issues booklets are provided for student use.

Sample Program:

This curriculum package is being developed by Dr. James E. Davis and Sharryl Davis Hawke, nationally-known social studies educators. Preview course materials will be available in early spring 1988. All materials will be available for use by August 1988.

For additional information on **CITIZENS, ISSUES, ACTION**, write Dr. Jon Kinghorn, Domestic Policy Association, 100 Commons Road, Dayton, Ohio 45459-2777 or call 1-800-433-7834.

PUBLIC POLICY ISSUES MODEL

School districts may wish to develop their own public policy issues course using a variety of policy issues materials. A controversial topic is approached from a case study approach -- contemporary or historical -- in which the issue(s) clearly emerge and are identified by the students. After the discussion has identified the parameters of the issue, additional information in either given, or students are directed to sources, for the purpose of further detailing or clarifying the issue. The essential quality of this model is persistent discussion between and among the students. The teacher acts as guide in sharpening the discussion, raising questions or challenging opinions.

Possible Sources for Policy Issues Material:

- National Council for the Social Studies, Public Issues Program. 3501 Newark Avenue, Washington, D.C. 20016
- National Issues Forum, Domestic Policy Association, 5335 Far Hills Avenue, Dayton, Ohio 45429
- The Jefferson Meeting, The Jefferson Foundation, 1529 18th Street, N.W., Washington, D.C. 20036
- Great Decisions Program, Foreign Policy Association, 205 Lexington Avenue, New York, New York 10016
- Headline Series, Foreign Policy Association, 205 Lexington Avenue, New York, New York 10016
- Update, Scholastic Update, 351 Garver Road, Box 2700, Monroe, Ohio 45050-2700
- Perspectives, Close-Up Foundation, 1235 Jefferson Davis Highway, Arlington, Virginia 22202.
- Newsweek Magazine, Education Division, Participation in Government Guide, 444 Madison Avenue, New York, New York 10022-6999.
- Institute for Political and Legal Education, 207 Delsea Drive, R.D. #4, Box 209, Sewell, New Jersey 08080.

COMMUNITY SERVICE/INTERNSHIP MODEL

In conjunction with one of the programs above, or as a separate program entirely, the school (or other educational unit) might undertake to organize a community service program that could take several forms. The High School Interns in Local Government sponsored by the 4H program is such a program among many that have grown up around the state. Any of the above listed models might well contain an opportunity for either short-term or long-term (or both) student community service project such as:

1. Humanitarian volunteer work (nursing homes, etc.)
2. Environmental projects
3. Neighborhood watch programs
4. Peer counseling (high school students teaching younger children, or each other)
5. Charity fund raising
6. Safety campaigns (e.g. SADD)
7. Volunteer work with civic associations
8. Voter education drives
9. Work on a school budget campaign (or other school activity)
10. Volunteer work with a government agency
11. Community oral history project
12. Community awareness projects (e.g. community conferences, parades, street fairs, etc.)

The service component alone is not sufficient to fulfill the requirements of the course. Students should be scheduled into seminar meetings at the beginning, during and at the end of the experience so that they can place the experience in the perspective of public policy. The introductory experience should help students to identify the public policy issues that are involved in the particular service project they are to undertake. For example, students engaging in senior citizen, or nursing home projects should be involved in examining policy issues related to gerontology, or public health, or to welfare issues. Students should be helped to generalize from the specific experience to the general discussion of public policy, finding data concerning the issue, seeking alternative solutions to any problems identified, helping to identify people whose assistance or decision making will affect the nature of the issue or its solution, etc. A final series of sessions should be held to bring the students' experiences into course closure. The course should not be allowed to degenerate into empty unmonitored service; nor should the students be led to believe that this is a career opportunity -- the service experience is to be

just that; service in the community on behalf of others would be above and beyond their normal jobs and would have public policy implications.

It is well realized that such service may be confined to a local issue only and that state, national or international dimensions may not be directly involved. Given that circumstance, the seminar meeting would need to explore those dimensions. In the example given above, for example, the United Nations has a special organizational unit to deal with issues of the aged; their work is not confined to one nation, but operates in many. In such a manner students would begin to realize the worldwide dimensions of the issue, and may begin to see that other nations are dealing with the issue in ways that differ from the United States or New York State.

It is suggested that community service/internships be assigned a teacher-coordinator who would:

1. Arrange for local sponsors and supervise student contracts

2. Conduct the discussion seminars

3. Visit and monitor internship sites

4. Evaluate student logs

5. Evaluate student performance

The teacher coordinator should be especially carefully that:

1. Interns are involved in learning situations and that the tasks they perform not substitute for, nor displace, the activities performed by paid employees.

2. In political internships, students should research and understand different positions in a controversy. (While students may intern with special interest groups, they must understand opposition points of view.)

3. Under no circumstances should students accept internships with organizations that advocate or use violent or illegal tactics.

Source of information:

Constitutional Rights Foundation
Youth Community Service Program
601 South Kingsley Drive
Los Angeles, California 90005

GROUP INVESTIGATION MODEL

Cooperative learning strategies and group investigation techniques are admirably suited to identifying, investigating and then acting upon public policy issues at the local, state, national and international levels. In planning and carrying out group investigation, pupils progress through a series of six consecutive stages. These stages and their component steps are described below. Of course teachers will have to adapt these guidelines when taking into consideration their students' backgrounds, ages and abilities, as well as the constraints of time. However, the guidelines are sufficiently general to apply in a wide range of classroom conditions.

Stage 1: Identifying the Topic and Organizing Pupils into Groups

Students scan sources, propose topics and categorize suggestions. Students join the group studying the topic of their choice. Group composition is heterogeneous and is based on interest. Teacher assists in information gathering and facilitates organization.

Stage 2: Planning the Learning Task

Students plan together: What do we study? How do we study? Who does what? For what purpose or goals do we investigate this topic?

Stage 3: Carrying Out the Investigation

Students gather information, analyze the data and reach conclusions. Each group member contributes a share to group effort. Students exchange, discuss, clarify and synthesize ideas.

Stage 4: Preparing a Final Report

Group members determine essential message of their project. Group members plan WHAT they will report and HOW they will make their presentation. Group representatives meet to coordinate plans for final presentation.

Stage 5: Presenting the Final Report

Presentation made to the entire class in a variety of forms. Part of presentation should actively involve the audience. Audience evaluates clarity and appeal of presentation according to criteria determined in advance by whole class.

Stage 6: Evaluation

Students share feedback about the topic, about the work they did and about their affective experiences. Teachers and pupils collaborate in evaluating student learning. Assessment of learning should evaluate higher-level thinking.

Sample Program:

Sharan, S., and Sharan, Y. (1976) Small Group Teaching. Englewood Cliffs, New Jersey: Educational Technology Publications.

APPENDIX A

STUDENT EXEMPTION FROM PARTICIPATION IN GOVERNMENT

As indicated in Commissioner's Regulations 100.5(a)(6)(iii) a student may be exempted from the requirement for 1/2 unit of credit in participation in government "to the extent that such student demonstrates, through department approved examinations or such other means as may be required by the Commissioner, an acceptable level of knowledge of participation in government and/or economics in which case the required fourth unit of credit in social studies shall be met through appropriate electives."

Sample Guidelines for Application of this Exemption

Participation in Government is not a course in government at the lowest level of the learning spectrum. It is assumed that the students will have already proved competency in the basic elements of government by having successfully completed the State test requirement at the end of the 11th grade course in United States History and Government. Thus, the assumption of a minimal level of understanding is fundamental to the development of a local course to fulfill the goals and objectives of this program. It also follows that because the student will have completed the State test requirement that that will form the first requirement for "demonstrating proficiency."

There are two routes to complete the second criteria of demonstrating proficiency. One is to prepare a test which involve the following:

- Items which would test the students ability to examine the process and substantive elements of an issue at the local, state, national and international levels of government and the ways in which they might be able to interact with that policy in its formation and implementation;

- Items which require the student to demonstrate their ability to define, explain or discuss a public policy issue beyond one contained in any text, or other instructional materials used in the course.

Any test prepared for demonstrating proficiency must be approved by the State Education Department.

The Advanced Placement Test in American Govermnent is an acceptable test of proficiency.

An alternative manner of demonstrating proficiency is through a clear indication of a student's active participation in a project, or activity, which would provide the student with an understanding of the goals of the Participation in Government program. This should be interpreted as a sustained involvement over time. A full description of the individual student's involvement related to the goals and objectives of the course should be maintained as a record of the principal's certification that the student has met this requirement.

APPENDIX B

STUDENTS WITH HANDICAPPING CONDITIONS

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education or a student's IEP.

STRATEGIES FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and pre-teach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

ALTERNATIVE TESTING TECHNIQUES

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge

without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as educationally handicapped are provided the alternative testing techniques which have been recommended by the CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual, Alternative Techniques for Students with Handicapping Conditions which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071 Education Building Annex
Albany, New York 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This syllabus, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.